

Arielle V. Linsky
330 West 15th Street, Apartment 4B, New York, NY 10011
linsky.arielle@gmail.com
(857) 231-1669

EDUCATION

Rutgers, The State University of New Jersey, New Brunswick, NJ

- Doctor of Philosophy, Clinical Psychology (*Degree expected October 2020*)
- M.S. in Psychology, *January 2017*
- Advisor: Maurice Elias, Ph.D.

Wesleyan University, Middletown, CT

- B.A. in Psychology, *May 2009*

CLINICAL TREATMENT EXPERIENCE

Clinical Psychology Extern

Supervisor: Anne Marie Albano, Ph.D

Columbia University Center for Anxiety and Related Disorders

Columbia University Medical Center

July 2017 to Present

- Provide individual, family, and group evidence-based interventions to children, adolescents, and adults with a wide range of anxiety and related disorders
- Co-lead exposure-therapy groups for young adults with social anxiety
- Attend hour-long weekly individual and group supervision with a licensed psychologist
- Attend weekly didactics related to treatment for externalizing disorders and behavioral disorders in children

Site Supervisor

Supervisor: Maurice Elias, Ph.D.

MOSAIC Project, Social-Emotional and Character Development (SECD) Lab

Rutgers University, Piscataway NJ

April 2015-present

- Develop and provide MOSAIC Project School Consultant training for group of six doctoral-level practicum students
- Provide supervision to two on-site MOSAIC Project School Consultants in weekly in-person meetings, and intermittent phone and email correspondence
- Attend on-site meetings with school administration and staff in support of the on-site consultant

Clinical Psychology Extern

Supervisor: Lynn Clemow, Ph.D.

Behavioral Medicine Team, Family Medicine at Monument Square

Robert Wood Johnson Medical School, New Brunswick, NJ

June 2015 to June 2017

- Treat caseload of 8-10 psychotherapy clients in an integrative primary care setting

- Provide individual, evidence-based therapy for a wide range of psychological disorders (depression, OCD, social anxiety, panic disorder, generalized anxiety) and medical conditions (obesity, treatment adherence, coping with chronic or life threatening illness) for children and adults
- Participated in week-long intensive clinical training in evidence based treatment in behavioral medicine and attend weekly supervision

Clinical Psychology Extern

Supervisor: Robin Lang, Psy.D.

Foster Care Counseling Project, Center for Applied Psychology

Rutgers University, Piscataway, NJ

June 2015 to June 2017

- Responsible for caseload of up individual clients and adolescent girls group who have been referred for services by the NJ Division of Child Protection and Permanency (DCPP)
- Conduct weekly individual counseling sessions, using evidence-based treatments including, Trauma-Focused CBT, Game-Based CBT, Behavioral Management, and Play Therapy. Conduct care-giver/child counseling sessions as indicated
- Conduct weekly group counseling for adolescent girls group of four clients
- Consult regularly with caseworkers, resource parents, and biological parents to develop treatment plan and evaluate treatment progress
- Complete initial and quarterly evaluation reports for each case, and provide additional feedback of case progress and recommendations to DCPP as requested
- Supervise undergraduate peer mentor for individual cases
- Attend individual supervision, peer supervision, and group didactic seminar every week

Clinical Extern

Supervisor: Teresa Leyro, Ph.D.

The Psychological Services Clinic

Rutgers University, Piscataway, NJ

May 2015-December 2016

- Provided individual therapy to client in the department clinic using evidence-based treatment techniques, such as Cognitive Behavioral Therapy
- Responsible for completing weekly notes, initial evaluation, treatment plan, termination report, and attending weekly supervision

Social and Emotional Learning Consultant

Supervisor: Maurice Elias, Ph.D.

New Brunswick Public Schools

New Brunswick, NJ

September 2014-June 2015

- Consultant for two districts of elementary and middle schools in low-income, high priority schools:
 - Supported the implementation of a SEL rubric to district report cards
 - Developed a school-wide assessment tool aimed to integrate social and emotional learning and character development principles to provide a comprehensive evaluation of existing and needed SEL and related practices in a school community
 - Coordinated and contributed to staff committees and school activities related to school culture and climate

Hospital Outreach Specialist

Supervisor: Christopher Pontbriant

The Hole in the Wall Gang Camp

New York, NY

May 2011-June 2014

- Conducted an average of 1,000 psychosocial interventions per year in clinics and at bedside with hospitalized children and their families at four hospitals in New York City
- Responsibilities included: develop an inventory of creative activities; collaborate with hospital staff (Child Life, Psychology, Art Program) to provide best possible programming; maintain specific records on the evolution of program activities and their effectiveness; work as a counselor at camp for one summer session and one weekend program each year; facilitate annual Hospital Caregiver Retreat and Hospital Outreach Conference

CLINICAL ASSESSMENT EXPERIENCE

Evaluator

Supervisor: Kenneth Schneider, Ph.D.

The Psychological Services Clinic Rutgers University, Piscataway, NJ

June 2015-present

- Conduct Cognitive Assessments, Learning Evaluations, and ADHD Assessments with children, adolescents, and adults
 - Assessment Instruments include, but are not limited to: WISC-V, WAIS-IV, WJ-IV, D-KEFS, CVLT-II, semi-structured interview, psychological and personality self-report surveys
- Write integrated reports based on the information collected during assessment and provide recommendations to client and other relevant stakeholders

Evaluator

Supervisor: Lynn Clemow, Ph.D.

Behavioral Medicine Team, Family Medicine at Monument Square Robert Wood Johnson Medical School, New Brunswick, NJ

June 2015 to Present

- Conduct Cognitive Assessments, Learning Evaluations, and ADHD Assessments with children, adolescents, and adults
 - Assessment Instruments include, but are not limited to: Wechsler Intelligence Scale for Children—Fifth Edition (WISC-V), Wechsler Adult Intelligence Scales- Fourth Edition (WAIS-IV), Conners Adult ADHD Rating Scales 3rd Edition, Self-Report: Long Version (CAARS-S:L), semi-structured interview, psychological and personality self-report surveys
- Write integrated reports based on the information collected during assessment and provide recommendations to client, primary care physician, and other relevant stakeholders

Trainee

Instructor: Brian Chu, Ph.D.

Clinical Research and Tx for Youth Anxiety and Depression Course Rutgers University

9/2015-12/2015

- Trained to reliability on Anxiety Disorders Interview Schedule (ADIS)

Intake Clinician
The Psychological Services Clinic
Rutgers University, Piscataway, NJ
March 2015 to June 2015

Supervisor: Craig Springer, Ph.D.

- Conducted semi-structured clinical interviews, wrote intake reports, and attended weekly case conferences to discuss client diagnosis, fitness for clinic, and assignment to appropriate treatment and clinician

Evaluator
Weill Cornell Institute of Geriatric Psychiatry
White Plains, NY
September 2009-May 2011

P.I.: George Alexopoulos, M.D.
P.I.: Jo Anne Sirey, Ph.D.

- Conducted over 100 in-home, semi-structured clinical diagnostic interviews for research participants in NIMH-funded geriatric depression studies
- Assessment batteries included: Structured Clinical Interview for DSM IV (SCID), Hamilton Rating Scale for Depression (HAM-D), Montgomery-Åsberg Depression Rating Scale (MADRS), Stroop Effect Test (STROOP), Mental Status Exam (MSE), World Health Organization Disability Assessment Schedule (WHODAS)

GRADUATE CLINICAL COURSE WORK AND TRAINING

Psychopharmacology
Rutgers University, Piscataway, NJ
1/2017-4/2017

Instructor: George Wagner, Ph.D.

Pediatric Behavioral Medicine
Rutgers University, Piscataway, NJ
9/2015-12/2016

Instructor: Jeff Shahidullah, Ph.D.

Emotionally Focused Couples Therapy (EFT)
Rutgers University Couples Clinic, Piscataway, NJ
September 16, 2016

Instructor: Elisabeth Brown, Psy.D.
Instructor: Karen Skean, Psy.D.
Instructor: Shalonda Kelly, Ph.D.

- Attended 6.5-hour didactic training on the empirically validated couple therapy, EFT

Training in Dialectical Behavioral Therapy (DBT)
New England Educational Institute
Eastham, MA
July 18-22, 2016

Instructor: Marsha Linehan, Ph.D.

- Attended 5-day Symposium, *Mindfulness, Radical Acceptance and Willingness: Integrating DBT Skills into Clinical Practice*

Clinical Research and Tx for Youth Anxiety and Depression
Rutgers University, Piscataway, NJ
9/2015-12/2015

Instructor: Brian Chu, Ph.D.

- Trained in evidence based treatment for youth anxiety and depression disorders including the Coping Cat and PASCET treatment methods

Theory and Practice of Cognitive Behavior Therapy I and II, Instructor: G. Terence Wilson, Ph.D.
Rutgers University, Piscataway, NJ
 1/2015-12/2015

Cognitive Assessment Instructor: Melissa Marano, Psy.D.
Rutgers University, Piscataway, NJ
 1/2015-5/2015

- Trained in Stanford-Binet Intelligence Scale, WISC V, WAIS IV, WJ-IV

Adult Psychopathology Instructor: Edward Selby, Ph.D.
Rutgers University, Piscataway, NJ
 9/2014-12/2014

Tx of Organizational Deficits in Children w. ADHD Instructor: Richard Gallagher, Ph.D.
NYU Child Study Center
New York, NY
 October 2014

- Attended 5.5-hour workshop on empirically validated treatment for children with ADHD

RESEARCH EXPERIENCE

Principal Investigator, Master's Thesis in Psychology Chair: Maurice Elias, Ph.D.
Rutgers University, Piscataway, NJ Committee: Teresa Leyro, Ph.D.
 Defended December 2016 Committee: Robert Karlin, Ph.D.

- Title: The relationship between school office discipline referrals and perception of school climate for urban middle school students
- Findings presented at 2016 ABCT conference

MOSAIC Project Director P.I.: Maurice Elias, Ph.D.
MOSAIC Project, SECD Lab
Rutgers University, Piscataway, NJ
 April 2015-present

- Graduate research fellow on three-year grant funded by the Templeton Foundation, *ID #56203: Enhancing Student Purpose with the Middle School Ambassador Collaborative Action-Research Study.*
- Responsibilities include:
 - Coordinating curriculum writing and revision: writing social-emotional and character development curriculum, made up of 15-minute daily lessons for implementation in six urban middle schools serving disadvantaged students in Central NJ
 - Overseeing program implementation: supervising on-site liaisons and research coordinators, developing materials for and facilitating trainings of school teachers and administrators regarding the intervention

- Overseeing program research: develop systems for and supervise data collection, cleaning, storage, and analyzing
- Present project at conferences and other professional forums

Graduate Student Researcher
Rutgers Social-Emotional and Character Development Lab,
Rutgers University, Piscataway, NJ

P.I.: Maurice Elias, Ph.D

September 2014-present

- Assist in the preparation of grants and publications.
- Supervise and oversee the lab team, including two research coordinators and 10-16 undergraduate research assistants in the management of lab-related projects and matters, including, but not limited to:
 - Developing and maintaining systems to collect, track, and enter, and analyze data for lab projects
 - Generating staff and student reports to provide school collaborators with information about their school climate
 - Creating and maintaining the lab website (www.secdlab.org) and public representation, including project logos, videos, and youtube channel

Senior Research Assistant
Weill Cornell Institute of Geriatric Psychiatry
White Plains, NY

P.I.: George Alexopoulos, M.D.

P.I.: Jo Anne Sirey, Ph.D.

September 2009-May 2011

- Research Assistant and Coordinator for multiple NIMH-funded studies investigating the relationship of physical health and depression in the elderly.
 - R01 MH079265 Open Door: Increasing Use of Mental Health Services by Community Dwelling Older Adults with Depression. PI: J. Sirey
 - R01 MH087562 Treatment Initiation and Participation Program (TIP). PI: J. Sirey
 - P30 MH085943 Weill Cornell Advanced Center for Interventions and Services Research. PI: G. Alexopoulos
- Responsibilities included: Maintain caseload of 15-20 study participants, conduct structured clinical interviews, and recruit new participants. Prepare and maintain IRB protocols, monitor study development, prepare weekly reports on study progress, track and triage referrals. Contribute to new study development and community partnerships, specifically in primary care facility

Research Assistant
The Hole in the Wall Gang Camp
Ashford, CT

Supervisor: Mel Collier-Meek, Ph.D.;

September 2012-June 2014

- Research Assistant for study evaluating effectiveness of summer programming for 2012 and 2013
- Responsibilities included: developing coding scheme and code qualitative response data and analyzing findings for paper presented to the Board of Directors

Research Assistant
Forensic Psychology Lab
Wesleyan University, Middletown, CT

P.I.: Sarah Carney, Ph.D.

January 2008-May 2009

- Qualitative Media Study: Coded media reports on high profile, death-row court case to determine the level of regional bias surrounding the location of the trial
- Violence in Children's Television Study: Coded children's television programming from 1950s through present day for violent language and images. Presented findings to Wesleyan's Psychology Department

Research Assistant

P.I.: Cynthia Matthews, Ph.D.

US Army Mental Flexibility Study

Wesleyan University, Middletown, CT

January 2008-May 2008

- Developed and scored measures on social intelligence. Wrote and edited sections of final technical report

PUBLICATIONS

- **Linsky, A.V.**, Kruzik, C. L., Hatchimonji, D. R., Nayman, S. J., Elias, M. J. (in preparation). Integrating service-learning with social-emotional and character development in middle school: the school-community action series.
- Hatchimonji, D., **Linsky, A.**, DeMarchena, S., Kim, S., Nayman, S., & Elias, M. (2017). Building a culture of engagement through participatory feedback processes. Manuscript submitted for publication.
- Hatchimonji, D.R., **Linsky, A.V.**, Elias, M.J. (in press). Cultivating noble purpose in urban middle schools: A missing piece in school transformation. *EDUCATION*
- Bell, P., White, G.W., Stepney, C.T., Ryan, D.R., **Linsky, A.V.**, Elias, M.J. (in press). Social-normative expectations mediates school climate's association with academic achievement in latino middle school students. *Education and Urban Society*.
- White, G.W., Stepney, C.T., Mocerri, D.C., Ryan, D.P., **Linsky, A.V.**, Reyes-Portillo, J.A., & Elias, M.J. (2016). The increasing impact of socioeconomic and race on standardized academic test scores across elementary, middle and high School. *American Journal of Orthopsychiatry*. 86 (1), 10-23.
- **Linsky, A.**, Green, C., Lorenzo, A., Balsam, S., & Elias, M. (2014). Integrated assessment of school-wide SEL activities. *American Education Research Association: Advances in Social- Emotional Learning*. 8 (1), 13.
- Ryan, D., Landicho, P., **Linsky, A.**, Demitzer, L., Cooper, T., Elias, M. (2014). Strengths-based assessment of SEL program implementation. *American Education Research Association: Advances in Social and Emotional Learning*. 8 (1), 15-16.

POSTERS AND PRESENTATIONS

- **Linsky, A.V.**, Hatchimonji, D.R., & Elias, M.J. *The MOSAIC approach to social action: combining character education and civic engagement in urban middle schools*. Paper submitted for presentation at 6th Annual Jubilee Centre Conference, “Virtues in the Public Sphere.” Oxford, England.
- Hatchimonji, D.R., **Linsky, A.V.**, Nayman, S.J., & Elias, M.J. *Relationship of indicators of student well-being to academic achievement in urban middle schools*. Paper accepted for presentation at 2017 APA Annual Convention.
- **Linsky, A.V.**, Hatchimonji, D. R., White, G., & Elias, M. J. (June 2017). *Targeting racial disparities in achievement: school-wide approaches focused on social-emotional and character development*. Workshop presented at the Rutgers School of Social Work 2017 Conference Challenging Racial Disparities: Poverty, Race, and Addiction. Piscataway, NJ.
- Elias, M.J., Hatchimonji, D.R., **Linsky, A.V.**, & Nayman, S.J. (2017, June). Implementing best practices in challenged urban schools: closing the gap between what should and does happen. In *Improving the research-practice gap in public education: contextual and collaborative approaches to dissemination and implementation*. Symposium conducted at the Society for Community Research and Action Biennial Conference, Ottawa, Canada.
- Hatchimonji, D.R., **Linsky, A.V.**, Nayman, S., Elias, M.J. (January 2017). *Phronesis in culturally diverse middle schools*. Paper presented at 5th Annual Jubilee Centre Conference, “Character, Wisdom and Virtue.” Oxford, England.
- **Linsky, A.V.** & Elias, M.J. (October 2016). *The relationship between staff support and care for students and school discipline referrals*. Poster presented at the Association of Behavioral and Cognitive Therapies 50th Annual Convention in New York, NY.
- Hatchimonji, D.R., White, G.W., Stepney, C.T., **Linsky, A.V.**, Vaid, E., & Elias, M.J. (October 2016). *Longitudinal effects of school discipline referrals on student achievement in a majority Latino middle school*. Poster presented at the Association of Behavioral and Cognitive Therapies 50th Annual Convention in New York, NY.
- Hatchimonji, D.R., **Linsky, A.V.**, Nayman, S., & Elias, M.J. (October 2016). *The effects of school engagement and sense of purpose on mental health in middle school students*. Poster presented at the Association of Behavioral and Cognitive Therapies 50th Annual Convention in New York, NY.
- Elias, M. J., Hatchimonji, D. R., **Linsky, A. V.** (October 2016). *Foster youth empowerment and purpose with action-focused pedagogy*. Presented at the 23rd Annual National Forum on Character Education, Washington D.C.
- Hatchimonji, D.R., **Linsky, A.V.**, Elias, M.J. (January 2016). *Developing noble purpose in*

middle school students through character development and social-emotional learning.
Paper presented at 4th Annual Jubilee Centre Conference, "Cultivating Virtues:
Interdisciplinary Approaches, Oxford, England.

- Elias, M.J., Ryan, D., **Linsky, A.** (2015, October). *Developing noble purpose in youth through core values.* Presented at the 22nd Annual National Forum on Character Education, Atlanta, GE.

TEACHING EXPERIENCE

Graduate Student Instructor
Rutgers SECD Lab Research Course
Rutgers University, Piscataway, NJ

P.I.: Maurice Elias, Ph.D

September 2014-present

- Graduate student instructor for undergraduate students enrolled in SECD lab research course, grading midterm and final assignments, training in research skills such as SPSS and literature reviews, and providing professional development opportunities through individual mentoring
- Graduate student mentor for undergraduate independent research projects:
 - Research in Science and Engineering (RISE) Summer Fellowship: Summer 2017
 - The Dorothy and David Cooper Scholarship, Summer Undergraduate Research Fellowship: Summers 2015 and 2017
 - Rutgers STEM Program: Spring 2017

Instructor
Abnormal Psychology Lab, Department of Psychology,
Rutgers University, Piscataway, NJ

June 2015-July 2016

- Adapted course lectures and materials, taught, and graded 18 undergraduate students in required Abnormal Psychology Lab that met for 48 course hours

Teaching Assistant
Social Psychology, Department of Psychology
Rutgers University, Piscataway, NJ

September 2014-December 2014

- Edited, copied, proctored, and graded exams for 220 undergraduates throughout the course
- Held weekly office hours providing guidance and extra help for enrolled students

Teaching Assistant
Foundations of Contemporary Psychology
Wesleyan University, Middletown, CT

January 2009-May 2009

- Conducted office hours and provided guidance on course assignments for enrolled students
- Developed exam questions and facilitated exam review sessions for enrolled students

PROFESSIONAL AWARDS & MEMBERSHIPS

- **Recipient**, Rutgers University Teaching & Graduate Assistant Professional Development Fund Award (*June 2016*)
- **Recipient**, Rutgers Psychology Department Travel Award (*November 2014*)
- **Guest Editor**, Journal of Character Education, Special Issue (*July 2017*)
- **Editorial Reviewer**, International Journal of Emotional Education (*June 2016*)
- **Editorial Reviewer**, SAGE Open (*March 2015*)
- **Editorial Reviewer**, Journal of Child and Youth Services (*January 2015*)
- **Member**, American Psychological Association (*2013-present*)
 - Division 54: Society of Pediatric Psychology
- **Member**, Association of Behavioral and Cognitive Therapy (*2014-present*)
 - Behavioral Medicine & Integrated Primary Care SIG
- **Member**, Society for Community Research and Action (*2017-present*)
 - Public Policy Committee
- **Campus Representative**, New Jersey Psychological Association (*2014-2015*)